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ABSTRACT

A survey to identify current school activities and interests in programs associated with citizenship education is reported. A random sample of principals from 593 elementary and secondary schools in New Jersey, Pennsylvania, and Delaware responded to a survey questionnaire. Results indicate that areas of highest activity involve community members in schools and student involvement in school governance. Schools were most interested in developing activities which focus on inviting community members to school to work or speak with students on citizen education-related topics and conducting inservice training for staff on students' social development. Areas in which respondents noted high interest and currently low activity include moral/ethical/values education, and citizen-related cognitive and social skills. Fourteen statistical tables depict the mean number of activities in 16 citizenship education areas, degree of interest in development of activities in these areas, and areas of high interest and low activity. (Author/RC)

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ACTIVITIES AND INTERESTS IN CITIZEN EDUCATION:

A TRI-STATE SURVEY

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ABSTRACT

A survey was conducted to identify current school activities and development interests in 16 citizen education areas among 593 elementary, middle/junior high, and senior high schools in Delaware, New Jersey, and Pennsylvania. Areas of highest activity involved community members in schools and student involvement in school governance. Schools were most interested in developing activities devoted to community members at school and in-service staff training on students' social development. Areas of greatest interest-activity difference (i.e., high interest and low activity) were moral/ethical/values education, citizen-related social and cognitive skills, in-service training on students' social development, and family life education for parents. For some citizen education areas, systematic relationships were found between number of activities and degree of interest, on the one hand, and school level, school enrollment, and the nature of the region served by the school, on the other.

Background

Studies, task forces, opinion surveys, and state education agency activities across the nation reflect a concern for increased attention to citizen education at all levels of schooling and indicate the extent to which citizen education has become a national priority (e.g., Blum, 1977; Sanders & Wallace, 1977; and many other references). Traditionally, schools in the United States have fostered the development of good citizenship by conducting civics courses, American government classes, and observances of national holidays. However, with this recent expression of interest in citizen education, the field has taken on new dimensions. Practitioners, scholars, and citizens have recommended that citizen education programs include content that reflects diverse societal concerns and needs. Various authorities and organizations have recommended including such content areas as the environment, multicultural studies, family life education, local community education, and consumer education, in addition to the more standard areas of constitutional freedoms, governmental system, and political behaviors.

In addition to such content areas, various types of activities beyond course work have also been suggested for inclusion, such as student action and participation in community life, community-member involvement in school affairs, social action by students serving citizen interests, student participation in school governance, the analysis of the mass media, family education programs for parents, and the visitation of community members to the classroom (Hill, 1978; National Task Force on Citizenship Education, 1977).

In response to these interests, Research for Better Schools (RBS), a regional educational laboratory serving the states of Delaware, New Jersey, and Pennsylvania. is working with state departments of education and selected individual schools in the tri-state area to develop citizen education programs at all school levels, K-12, which can be adopted, adapted, evaluated, and disseminated. RBS has worked with the states to establish state planning groups to guide the citizen education efforts in each state. In conjunction with these planning groups, RBS conducted a survey to determine what citizen education courses, seminars, or units have been conducted during the 1977-78 school year by elementary, middle or junior high, and senior high schools in these three states, and the degree of interest which such schools have in developing, or further developing, citizen education activities.

The results of the survey, in conjunction with other information regarding student needs and school programs, will be used to further collaborative improvement efforts in citizen education in the tri-state region. These efforts will be coordinated with ongoing improvement programs in each state. RBS and a statewide citizen education planning group in each state will use this survey information to coordinate model-program development and to plan school site research in citizen education. RBS will be working with educators, students, and community members to formulate citizen education programs for local sites that can ultimately be shared across the state.

Purpose of the Survey

The main objective of the survey was to identify current school activities and interests in program areas associated with citizen education. The survey focused on obtaining baseline information regarding the content and processes of citizen education in elementary, middle/junior high, and senior high schools in Delaware, New Jersey, and Pennsylvania. The survey also investigated the degree of interest among schools in each state in developing, or further developing, activities in the domain of citizen education.

Data Source

The survey questionnaire was designed to obtain information regarding current school activities and interests in citizen education, as well as demographic information about the nature of the schools participating in the survey.

The questionnaire development effort began with a working definition of citizen education that RBS used, and still uses, in planning school improvement efforts with state departments of education and local districts. This definition is displayed in Figure 1. Using this definition, a search of the literature was conducted which attempted to identify both content areas and process areas in citizen education.

After early versions of the survey instrument were tested and revised, the final version contained 16 items about current citizen education activities and interests. Of these 16 items, 9 dealt with citizen education content areas, and 7 emphasized citizen education process activities. The

16 item stems, reflecting these 16 areas, are given in Figure 2. The 9 content areas include the traditional focus of citizen education on civics and government as well as recently developed areas and interests in the field such as political participation, environmental studies, and values education. The 7 process areas indicate the emphasis on action and community participation viewed as integral to citizen education. Two of the process areas, measures of social development and in-service education for teachers on students' social development, reflected RBS' interest in using data-based, systematic processes for improving citizen education programs.

Each of these first 16 items comprised two parts. An illustrative item in shown in Figure 3. The first part of each item asked respondents to list the nonrequired courses, seminars, or units in a given content or process area which the school currently offered. The second part of each item asked how interested the school was in developing, or further developing, offerings in that area. This interest could be expressed on a 4-point scale ranging from 4 = "very interested" to 1 = "not interested."

In addition to these 16 items, four demographic items asked the respondent's professional position, the number of students enrolled at the school, the grades in the respondent's school, and the nature of the region (urban, rural or suburban) in the state in which the school was located.

Procedures

A random sample of roughly 10% of the elementary, middle/junior high, and senior high schools was selected for New Jersey and Pennsylvania. For

Delaware, the state's Department of Public Instruction supplied a list of schools that they wished to be surveyed. Elementary schools were defined as schools housing grades K-6 or K-8, and middle or junior high schools as those housing grades 7-8 or 7-9. Senior highs consisted of any school called "junior-senior high" or "senior high" or any school ending with high school graduation.

The school was selected as the sampling unit because citizen education activities ordinarily occur at school and classroom levels. The principal at each school was designated as the survey respondent on the assumption that a school's chief administrator would have the most comprehensive knowledge of activities and interests at every level of the school's organization. A total of 903 schools were selected to be mailed the questionnaire.

In April, 1978, the questionnaires were sent to the principals of the selected schools along with a letter explaining the survey and an endorsement from a state school officer. This mailing was followed up over the next 10 weeks by postcard reminders, additional copies of the survey, and, finally, phone interviews. A total of 593 responses were received, a response rate of 65.4%.

Data Analysis

Data from the questionnaires were coded and punched onto IBM cards. Data analysis was conducted using subroutines of the Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975).

For each of the 16 items, the data analysis provided the following for each school level (elementary, middle/junior high, and senior high schools):

1. How many schools conducted a given number of activities and the mean number of activities conducted by all responding schools;

2. How many schools indicated a specified degree of interest and the mean degree of interest in developing, or further developing, activities related to a given item;

3. The percent of schools conducting one or more activities and the mean degree of interest in each activity, broken down by school enrollment and the nature of the region in which the school was located.

In addition to these analyses, for each item, appropriate statistical tests were performed to determine if a systematic relationship existed between the number of activities and the degree of interest, on the one hand, and the school's level, its enrollment, and the nature of its region, on the other. The following three paragraphs explain these tests in more detail.

A total of four one-way analyses of variance were conducted on each of the 16 items. For each item, three ANOVAs tested if there was a statistically significant relationship between the independent variable of mean degree of interest and the 3 dependent variables of school level, school enrollment, and nature of region. Another ANOVA was conducted for each item to determine if a statistically significant relationship existed between the independent variable of mean number of activities and the 3 dependent variables just stated.

As was noted, schools were asked to report the number of students attending in their schools. Five enrollment intervals were selected for categorizing schools: fewer than 500 students, 501 to 750 students, 751 to 1,000 students, 1,001 to 1,500 students, and over 1,500 students. The analysis reported the percent of schools in each enrollment category, for each school level and for all levels, that conducted one or more activities. Both enrollment and the presence or absence of activities could be considered to be ordinal level variables. Thus, a nonparametric test of significance called Kendall's Tau C, designed to test for a systematic relationship between two ordinal-level variables, was computed for each item.

A similar procedure was used for the nature of the region, i.e., urban, suburban, or rural. Since a few schools checked more than one category, a fourth category called "combination" was formed. Again, the analysis found the percent of schools in each regional category that conducted one or more activities. A chi-square was computed to test whether a systematic relationship existed between the nature of the region and whether schools conducted activities for a particular item.

Results

Results of the data analysis were discussed and summarized in a separate report for each state. Each of the three state reports consisted of Volume 1, which discussed the purposes, procedures, and results of the survey, and Volume 2, which summarized the data in a series of 98 tables. Obviously, such an extensive presentation for the three states combined is

not possible in a brief paper. Instead, the results for the tri-state region have been condensed to 14 tables which are presented at the end of this paper. There are many statements which could be made about results for various items, variables, and areas and the reader may wish to examine the tables closely for points of specific interest. The following discussion highlights the major information in each table.

Table 1 shows the number of responses from each state and school level. Of the total of 593 schools that responded, 64 schools (10.7%) were from Delaware, 202 schools (34.1%) were from New Jersey, and 327 schools (55.1%) were from Pennsylvania.

Table 2 shows a definite relationship between school level and school enrollment among responding schools. The enrollment of a school generally tended to rise from elementary to middle/junior high school to senior high school. Of the 219 elementary schools, 131 schools (59.8%) had enrollments of 500 students or fewer, and only 8 schools had over 1,000 students enrolled. Among senior high schools, however, only 7 of 178 schools had 500 students or fewer, while 99 schools (55.6%) had enrollments over 1,000.

Table 3 shows the number of responding schools broken down by school level and the nature of the region in which the school is located. Of the 593 schools, 107 schools (18.0%) reported they were located in urban areas, 266 schools (44.9%) reported they were in suburban areas, and 157 schools (26.4%) reported they were in rural areas. Of the remainder, 51 schools (8.6%) reported that their areas covered more than one of the three categories. These schools were considered as a fourth category in the data analysis.

Table 4 presents the mean number of activities which schools conducted in each of the 16 citizen education areas broken down by school level. A one-way analysis of variance conducted on each of the 16 items showed statistical significance for 14 items. Of these 14, 12 were significant at the .001 level or beyond. In general, for the 14 signficiant items, the trend of the means showed that the mean number of activities conducted rose from elementary school to middle/junior high school to senior high school. One exception was the item on family life education for parents, which had its highest mean in elementary school and dropped in the middle/junior high schools and senior high schools.

Table 5 shows the mean degree of interest which schools at each level had in developing, for further developing, activities associated with each of these 16 citizen education areas. As noted, for these interest items, the mean was computed using a 4-point scale ranging from 4 = "very interested" to 1 = "not interested." A one-way analysis of variance conducted for each item was significant for 7 of the 16 items. For these 7 items, the trend showed a rise in interest in developing activities from elementary school to middle/junior high school to senior high school.

Table 6 summarizes some of the interest and activity data from Tables 4 and 5. It presents the top five and the bottom five areas of activity and interest in all three school levels. The top area of activity in all three areas was community members at school, and the second highest area of activity for all three levels was student involvement in school governance. Analysis of the mass media was also among the top five

activity areas for all three levels. All three of these areas were considered as process areas for the purposes of this survey.

Among the top areas in interest, community members at school and in-service on students' social development appeared at all three school levels. Both of these areas were also classified as process areas in this survey.

Tables 7, 8, and 9 show a slightly different approach to the analysis of the data. These tables consider for each of the 16 areas the relative difference between the level of activity and the degree of interest in the area. This analysis found the difference between the percent of schools interested in developing activities in a given area and the percent of schools conducting activities in that area. A school was considered to have a high interest in developing activities in the area if it checked "very interested" or "interested" on the interest scale that was part of each item. If the difference between these two percents was high, i.e., if there was a relatively higher percentage of schools interested in an area than were conducting activities in that area, then it would appear that that area would be ripe for further attention and development. Tables 7, 8, and 9 show the results of this analysis for elementary, middle/junior high, and senior high schools, respectively. The five areas of relatively greatest interest-activity difference at each school level are summarized in Table 10.

Table 10 shows that four of the top five areas were the same across the three school levels. These four areas were in-service on students'

social development, moral/ethical/values education, citizen-related social and cognitive skills, and family life education for parents. The area of measures of social development was a high discrepancy area for both middle/junior high and senior high schools.

Tables 11 through 14 present activity and interest data broken down by school enrollment and by the nature of the region in which the school was located.

Table 11 presents the percent of schools conducting one or more activities in each of 16 citizen education areas by school enrollment. Kendall's Tau C was conducted for each of the 16 items and was significant for 13 items, 11 of them at the .0001 level or beyond. All 13 significant items showed that a higher percentage of larger schools conducted one or more activities than did smaller schools. For example, with respect to the area of global education, only 18.1% of the schools with 500 or fewer students conducted one or more activities. In contrast, 56.0% of the schools with over 1,500 students conducted one or more global education activities. However, the reader should keep in mind that the variables of school level and school enrollment are contaminated, i.e., high schools tend to be associated with high schools, and lower enrollments with elementary schools. As was shown previously, high schools tend to conduct more activities in most areas.

Table 12 presents the mean degree of interest of schools in developing activities in citizen education areas broken down by school enrollment. An analysis of variance was significant for 7 of the 16 items. All 7

significant items showed a trend of lower interest at smaller schools to higher interest at larger schools. For example, the mean interest in further developing global education activities was 2.01 for schools with 500 or fewer students but rose to 2.57 for schools with over 1,500 students. Again, the reader is cautioned about the contamination of the school level and school enrollment variables which makes the interpretation of such results difficult.

Table 13 presents the percent of schools conducting one or more activities in each of 16 citizen education areas, broken down by the nature of the region in which the school was located. A chi-square was significant for 12 of the 16 items. With regard to the schools definitely classed as urban, rural, or suburban, of these 12 significant items, the suburban schools had the lowest percentage of schools conducting activities on 10 items. The urban schools had the highest percent of schools conducting activities on 6 items, 4 of them in process areas and 2 in content areas. Urban schools had the lowest percent of schools conducting activities on 2 items, moral/ethical/values education and citizen-related social and cognitive skills, both content areas. The rural schools had the highest percent of schools conducting one or more activities on 6 items, all of them in content areas. It therefore appears that urban schools tended to conduct more activities in process areas and rural schools concentrated more on content areas.

Table 14 presents the mean degree of interest of schools in developing activities in citizen education areas, broken down by the nature of the

school's region. A one-way analysis of variance was significant on 10 of the 16 items. Urban schools had the highest mean interest of all 10 significant items (again considering only the schools which could definitely be classed as urban, rural, or suburban). Rural schools had the lowest degree of interest in developing activities on 5 significant items. Of these 5, 2 were in content areas (family life education for students and parents) and 3 were in process areas (social action serving citizen interests, student activities in the community, and measures of social development). Suburban schools had the lowest mean degree of interest on the remaining 5 of the 10 significant items. Of these 5, 4 were in content areas (multicultural education, citizen-related social and cognitive skills, law-related education, and moral/ethical/values education), and 1 was a process area (community members at school).

Conclusions

The survey results are clear evidence that the prevalent call for citizen education has practical force as well as philosophical appeal. The data show that many schools in three Middle Atlantic states are interested in and/or engaged in multiple aspects of citizen education programming. As these program efforts mature and gain strength, both individually and as a developing field, it will become more apparent how effective the citizen education movement is--and in what direction it is moving.

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Citizen Education at Research for Better Schools seeks to dispose and enable learners to be more effective participants in democratic society. To realize this overall objective, the Citizen Education component proposes the following definition for RBS's endeavors in this important educational area. The goal of Citizen Education is to prepare students for current and future responsibilities in their interpersonal, community, and political lives by fostering the acquisition of the following knowledge, skills, and dispositions leading to the realization of democratic principles:

Knowledge

- Knowledge of the dynamic institutions and systems that exert influence in our society -- law, economics, international relations, politics, and technology.
- Knowledge of the historical and contemporary context of recurring social issues related to the above institutions.
- Knowledge of the major issues and problems forecast for the above areas and others that may emerge.

Skills

- Inquiry skills -- which enable learners to select, organize, evaluate, and use information, with special, but not exclusive, reference to problem solving and decision making.
- Interpersonal skills -- which enable learners to engage in communication, act cooperatively, exercise leadership, and take part in arbitration.
- Action skills -- which enable learners to formulate problems, generate alternatives, set goals, plan strategies, consider consequences, and evaluate courses of action.

Dispositions

- Respect and caring for others.
- Commitment to equality of all persons.
- Commitment to rationality.
- Commitment to action and participation.
- Commitment to personal freedom limited only by the commitments above.
- Identification with positive primary groups and local, national, and world communities.

FIGURE 1

CITIZEN EDUCATION: A WORKING DEFINITION

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Content area items

1. Environmental studies. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to environmental studies, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding.

3. Multicultural education. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, projects, seminars, units, etc., especially devoted to the study of the culture and contributions of different ethnic and racial groups in our society?

4. Citizen-related social and cognitive skills. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study and development of citizen-related process skills, e.g., a course on leadership, a unit on critical thinking, student debates on current issues, a set of exercises on planning or inquiry skills?

5. Law-related education. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of individual and/or public legal rights and responsibilities in a democratic society, e.g., a course on civics, a unit on problems of democracy, a project on community history, etc., beyond requirements established by the state?

7. Economics education. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of the American economic system, e.g., free enterprise consumers' rights, law of supply and demand, influence of advertising on consumer purchasing, budgeting, credit, labor-management relations, banking, taxation, etc.?

8. Family life education for students. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., for students especially devoted to the study of family life and/or parenting?

9. Family life education for parents. Does your school currently conduct any courses, seminars, workshops, etc., for parents especially devoted to the study of family life and/or parenting?

10. Moral/ethical/values education. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., especially devoted to moral/ethical/values education, e.g., a unit on moral/ethical dilemmas, a set of exercises on values clarification, a unit or course on fairness and respect for others?

14. Global education. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of international relations and/or global perspectives?

Process area items

2. Community members at school. In curricular or extracurricular programs, does your school currently invite community members to come to school to speak or work with students on topics related to citizen education, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project?

6. Social action serving citizen interests. In curricular or extracurricular programs, does your school currently organize or facilitate social action groups of students who initiate and carry out studies and activities serving citizen interests, e.g., students survey community members on the use of energy resources at home, students plant trees in the community, students lobby at city hall on current issues, students establish a consumer complaint center and attempt to find redress for victims of alleged fraud?

11. Student involvement in school governance. In curricular or extracurricular programs, does your school currently involve students in making decisions that apply to all students in the school, e.g., decisions about a dress code, discipline procedures, playground rules, or study hall procedures?

12. Student activities in the community. In curricular or extracurricular programs, does your school currently conduct or facilitate student work study/internship/volunteer activities in agencies that serve citizen education interests, e.g., municipal government, public welfare office, day care center?

13. Measures of social development. Does your school currently use a formal test to measure students' social skills, growth, or development, e.g., a social attitudes or values questionnaire, the Moony checklist, an inventory of personal aptitudes, a kindergarten social readiness test?

15. Analysis of the mass media. In curricular or extracurricular programs, do teachers at your school currently give assignments that ask students to analyze critically local and national mass media, e.g., evaluate a TV program, decide if a film is socially meaningful, criticize radio news reporting of a controversial issue or event?

16. In-service on students' social development. Does your school currently conduct in-service workshops for staff on the effects of teacher-student/administrator-student interaction on students' social development, e.g., workshops on democratic vs. authoritarian school climate, classroom management techniques, student disciplinary procedures, development of self-esteem?

FIGURE 2

CITIZEN EDUCATION QUESTIONNAIRE: ITEM STEMS

Items are numbered in the order they appeared on the questionnaire.

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ENVIRONMENTAL STUDIES

1. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 1a and item 1b.*

YES *Go on to both items 1a and 1b.* **NO** *Go on to item 1b.*

1a.

Name the course(s), seminar(s) unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

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1b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

FIGURE 3

CITIZEN EDUCATION QUESTIONNAIRE: ILLUSTRATIVE ITEM

TABLE 1

NUMBER OF RESPONSES, BY STATE AND SCHOOL LEVEL

State	School level			
	Elementary	Middle or junior high	Senior high	All levels
Delaware	40	13	11	64
New Jersey	74	64	64	202
Pennsylvania	105	119	103	327
All states	219	196	178	593

TABLE 2

NUMBER OF SCHOOLS RESPONDING,
BY SCHOOL LEVEL AND ENROLLMENT

Enrollment[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	131	33	7	171
501 - 750	60	66	30	156
751 - 1000	16	57	39	112
1001 - 1500	6	29	55	90
Over 1500	2	4	44	50
Data not available	4	7	3	14
Total	219	196	178	593

[a]Enrollment is the number of students as reported by the responding school.

TABLE 3

NUMBER OF SCHOOLS RESPONDING,
BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	36	40	31	107
Suburban	97	98	71	266
Rural	64	36	57	157
Combination	18	17	16	51
Data not available	4	5	3	12
Total	219	196	178	593

[a]Nature of region was reported by responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

TABLE 4

MEAN NUMBER OF ACTIVITIES IN 16 CITIZEN EDUCATION AREAS, BY SCHOOL LEVEL

Citizen education area	School level				ANOVA[a]
	Elementary	Middle or junior high	Senior high	All levels	p
Content areas					
Environmental studies	0.67	0.87	1.30	0.93	<.0001
Multicultural education	0.44	0.55	0.96	0.63	<.0001
Citizen-related social and cognitive skills	0.19	0.38	0.75	0.42	<.0001
Law-related education	0.31	0.63	1.51	0.77	<.0001
Economics education	0.39	0.66	1.70	0.87	<.0001
Family life education for students	0.24	0.41	1.30	0.62	<.0001
Family life education for parents	0.31	0.13	0.17	0.21	.0030
Moral/ethical/values education	0.27	0.31	0.52	0.36	.0040
Global education	0.31	0.54	1.24	0.66	<.0001
Process areas					
Community members at school	2.06	1.56	2.69	2.09	<.0001
Social action serving citizen interests	0.35	0.55	0.85	0.56	<.0001
Student involvement in school governance	0.68	1.24	1.75	1.18	<.0001
Student activities in the community	0.10	0.29	1.20	0.49	<.0001
Measures of social development	0.23	0.17	0.19	0.20	ns
Analysis of the mass media	0.57	1.08	1.58	1.04	<.0001
In-service on students' social development	0.48	0.57	0.47	0.51	ns

[a]The exact level of significance is reported for a one-way analysis of variance conducted for each item. Items not significant at the .05 level are reported as "ns."

TABLE 5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES IN 16 CITIZEN EDUCATION AREAS, BY SCHOOL LEVEL[a]

Citizen education areas	School level				ANOVA[b] p
	Elementary	Middle or junior high	Senior high	All levels	
Content areas					
Environmental studies	2.70	2.70	2.70	2.70	ns
Multicultural education	2.63	2.55	2.58	2.59	ns
Citizen-related social and cognitive skills	2.50	2.60	2.73	2.60	ns
Law-related education	2.38	2.72	2.78	2.62	.0001
Economics education	2.36	2.58	2.68	2.53	.0054
Family life education for students	2.24	2.34	2.74	2.42	<.0001
Family life education for parents	2.32	2.12	2.24	2.22	ns
Moral/ethical/values education	2.68	2.67	2.57	2.64	ns
Global education	1.93	2.21	2.48	2.18	<.0001
Process areas					
Community members at school	3.04	3.03	2.93	3.00	ns
Social action serving citizen interests	2.08	2.37	2.49	2.29	.0001
Student involvement in school governance	2.46	2.45	2.64	2.51	ns
Student activities in the community	1.64	2.09	2.61	2.07	<.0001
Measures of social development	2.23	2.31	2.40	2.31	ns
Analysis of the mass media	2.34	2.62	2.55	2.49	.0087
In-service on students' social development	2.84	2.75	2.76	2.79	ns

[a]The mean degree of interest was computed using the following scale values:
Very interested = 4 Somewhat interested = 2
Interested = 3 Not interested = 1

[b]The exact level of significance is reported for a one-way analysis of variance conducted for each item. Items not significant at the .05 level are reported as "ns."

TABLE 6

SUMMARY OF CITIZEN EDUCATION AREAS OF HIGHEST AND LOWEST ACTIVITY AND HIGHEST AND LOWEST INTEREST

Elementary schools			Middle or junior high schools			Senior high schools		
Highest mean number of activities	Mean[a]	Area	Highest mean number of activities	Mean[a]	Area	Highest mean number of activities	Mean[a]	Area
Community members at school	2.06	process	Community members at school	1.56	process	Community members at school	2.69	process
Student involvement in school governance	0.68	process	Student involvement in school governance	1.24	process	Student involvement in school governance	1.75	process
Environmental studies	0.67	content	Analysis of the mass media	1.08	process	Economics education	1.70	content
Analysis of the mass media	0.57	process	Environmental studies	0.87	content	Analysis of the mass media	1.58	process
In-service on students' social development	0.48	process	Economics education	0.66	content	Law-related education	1.51	content
Lowest mean number of activities	Mean[a]	Area	Lowest mean number of activities	Mean[a]	Area	Lowest mean number of activities	Mean[a]	Area
Student activities in the community	0.10	process	Family life education for parents	0.13	content	Family life education for parents	0.17	content
Citizen-related social and cognitive skills	0.19	content	Measures of social development	0.17	process	Measures of social development	0.19	process
Measures of social development	0.23	process	Student activities in the community	0.29	process	In-service on students' social development	0.47	process
Family life education for students	0.24	content	Moral/ethical/values education	0.31	content	Moral/ethical/values education	0.52	content
Moral/ethical/values education	0.27	content	Citizen-related social and cognitive skills	0.38	content	Citizen-related social and cognitive skills	0.75	content
Highest mean degree of interest in development of activities	Mean[b]	Area	Highest mean degree of interest in development of activities	Mean[b]	Area	Highest mean degree of interest in development of activities	Mean[b]	Area
Community members at school	3.04	process	Community members at school	3.03	process	Community members at school	2.93	process
In-service on students' social development	2.84	process	In-service on students' social development	2.75	process	Law-related education	2.78	content
Environmental studies	2.70	content	Law-related education	2.72	content	In-service on students' social development	2.76	process
Moral/ethical/values education	2.68	content	Environmental studies	2.70	content	Family life education for students	2.74	content
Multicultural education	2.63	content	Moral/ethical/values education	2.67	content	Citizen-related social and cognitive skills	2.58	content
Lowest mean degree of interest in development of activities	Mean[b]	Area	Lowest mean degree of interest in development of activities	Mean[b]	Area	Lowest mean degree of interest in development of activities	Mean[b]	Area
Student activities in the community	1.64	process	Student activities in the community	2.09	process	Family life education for parents	2.24	content
Global education	1.93	content	Family life education for parents	2.12	content	Measures of social development	2.40	process
Social action serving citizen interests	2.08	process	Global education	2.21	content	Global education	2.48	content
Measures of social development	2.23	process	Measures of social development	2.31	process	Social action serving citizen interests	2.49	process
Family life education for students	2.24	content	Family life education for students	2.34	content	Analysis of the mass media	2.55	process

[a]These means represent the average number of activities per responding school in the indicated citizen education area.

[b]These means represent the average degree ofiinterest among responding schools in developing, or further developing, activities in the indicated citizen education areas. The average interest is computed on a four-point scale ranging from 4 = Very interested to 1 = Not interested.

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TABLE 7

PERCENT OF ELEMENTARY SCHOOLS WITH ONE OR MORE ACTIVITIES IN, AND WITH A HIGH DEGREE OF INTEREST IN DEVELOPING ACTIVITIES IN, 16 CITIZEN EDUCATION AREAS

Citizen education areas	Percent of schools: Interested in developing activities in this area[a]	Percent of schools: Conducting one or more activities in this area	Difference[b]	Rank of difference
Content areas				
Environmental studies	59.0	40.6	18.4	8
Multicultural education	60.2	26.9	33.3	4
Citizen-related social and cognitive skills	49.5	15.5	34.0	3
Law-related education	45.8	24.2	21.6	6
Economics education	44.3	28.3	16.0	11
Family life education for students	37.3	21.0	16.3	9
Family life education for parents	45.3	22.8	22.5	5
Moral/ethical/values education	57.7	23.3	34.4	2
Global education	25.9	16.9	9.0	15
Process areas				
Community members at school	78.8	83.1	-4.3	16
Social action serving citizen interests	32.4	20.5	11.9	13
Student involvement in school governance	49.7	28.8	20.9	7
Student activities in the community	16.9	7.3	9.6	14
Measures of social development	37.2	21.0	16.2	10
Analysis of the mass media	47.9	32.9	15.0	12
In-service on students' social development	67.3	26.9	40.4	1

[a] A school was considered as being interested in developing activities in an area if it checked the responses "Very interested" or "Interested" on the interest scale that was part of each item.

[b] The difference was computed as the percent of schools interested in developing activities in an area minus the percent of schools conducting one or more activities in an area.

TABLE 8

PERCENT OF MIDDLE OR JUNIOR HIGH SCHOOLS WITH ONE OR MORE ACTIVITIES IN, AND WITH A HIGH DEGREE OF INTEREST IN DEVELOPING ACTIVITIES IN, 16 CITIZEN EDUCATION AREAS

Citizen education areas	Percent of schools: Interested in developing activities in this area[a]	Percent of schools: Conducting one or more activities in this area	Difference[b]	Rank of difference
Content areas				
Environmental studies	58.0	50.0	8.0	12
Multicultural education	53.7	37.2	16.5	6
Citizen-related social and cognitive skills	55.6	29.1	26.5	2
Law-related education	61.3	45.4	15.9	7
Economics education	55.2	45.4	9.8	11
Family life education for students	44.1	31.1	13.0	10
Family life education for parents	35.4	11.2	24.2	3
Moral/ethical/values education	56.3	23.0	33.3	1
Global education	36.3	31.1	5.2	14
Process areas				
Community members at school	73.7	66.8	6.9	13
Social action serving citizen interests	43.4	29.1	14.3	9
Student involvement in school governance	46.6	48.5	-1.9	16
Student activities in the community	32.1	17.3	14.8	8
Measures of social development	37.2	16.3	20.9	5
Analysis of the mass media	51.1	50.5	0.6	15
In-service on students' social development	58.8	36.2	22.6	4

[a] A school was considered as being interested in developing activities in an area if it checked the responses "Very interested" or "Interested" on the interest scale that was part of each item.

[b] The difference was computed as the percent of schools interested in developing activities in an area minus the percent of schools conducting one or more activities in an area.

TABLE 9

PERCENT OF SENIOR HIGH SCHOOLS WITH ONE OR MORE ACTIVITIES IN, AND WITH A HIGH DEGREE OF INTEREST IN DEVELOPING ACTIVITIES IN, 16 CITIZEN EDUCATION AREAS

Citizen education areas	Percent of schools: Interested in developing activities in this area[a]	Percent of schools: Conducting one or more activities in this area	Difference[b]	Rank of difference
Content areas				
Environmental studies	60.9	69.1	-8.2	12
Multicultural education	54.8	52.8	2.0	8
Citizen-related social and cognitive skills	58.7	43.8	14.9	5
Law-related education	64.8	71.9	-7.1	11
Economics education	65.0	78.1	-13.1	16
Family life education for students	63.0	73.6	-10.6	15
Family life education for parents	37.9	11.8	26.1	3
Moral/ethical/values education	56.4	31.5	24.9	4
Global education	48.7	53.4	-4.7	9
Process areas				
Community members at school	69.8	79.8	-10.0	14
Social action serving citizen interests	49.3	42.1	7.2	7
Student involvement in school governance	60.4	67.4	-7.0	10
Student activities in the community	55.1	44.4	10.7	6
Measures of social development	49.7	16.9	32.8	2
Analysis of the mass media	54.8	63.5	-8.7	13
In-service on students' social development	61.8	24.7	37.1	1

[a] A school was considered as being interested in developing activities in an area if it checked the responses "Very interested" or "Interested" on the interest scale that was part of each item.

[b] The difference was computed as the percent of schools interested in developing activities in an area minus the percent of schools conducting one or more activities in an area.

TABLE 10

SUMMARY OF CITIZEN EDUCATION AREAS WITH THE GREATEST PERCENT OF DIFFERENCE BETWEEN DEGREE OF INTEREST AND DEGREE OF ACTIVITY, BY SCHOOL LEVEL

Citizen education areas	Percent of schools: Interested in developing activities in this area[a]	Percent of schools: Conducting one or more activities in this area	Difference[b]	Nature of area
Elementary schools				
In-service on students' social development	67.3	26.9	40.4	process
Moral/ethical/values education	57.7	23.3	34.4	content
Citizen-related social and cognitive skills	49.5	15.5	34.0	content
Multicultural education	60.2	26.9	33.3	content
Family life education for parents	45.3	22.8	22.5	content
Middle or junior high schools				
Moral/ethical/values education	56.3	23.0	33.3	content
Citizen-related social and cognitive skills	55.6	29.1	26.5	content
Family life education for parents	35.4	11.2	24.2	content
In-service on students' social development	58.8	36.2	22.6	process
Measures of social development	37.2	16.3	20.9	process
Senior high schools				
In-service on students' social development	61.8	24.7	37.1	process
Measures of social development	49.7	16.9	32.8	process
Family life education for parents	37.9	11.8	26.1	content
Moral/ethical/values education	56.4	31.5	24.9	content
Citizen-related social and cognitive skills	58.7	43.8	14.9	content

[a] A school was considered as being interested in developing activities in an area if it checked the responses "Very interested" or "Interested" on the interest scale that was part of each item.

[b] The difference was computed as the percent of schools interested in developing activities in an area minus the percent of schools conducting one or more activities in an area.

TABLE 11

PERCENT OF SCHOOLS CONDUCTING ONE OR MORE ACTIVITIES IN 16 CITIZEN EDUCATION AREAS, BY SCHOOL ENROLLMENT

Citizen education areas	Enrollment[a] 500 or fewer	501-750	750-1000	1001-1500	Over 1500	Kendall's Tau C[b] p
Content areas						
Environmental studies	42.1	51.3	51.8	63.3	74.0	<.0001
Multicultural education	28.1	30.8	40.2	51.1	66.0	<.0001
Citizen-related social and cognitive skills	15.2	31.4	30.4	35.6	48.0	<.0001
Law-related education	29.2	40.4	50.9	61.1	72.0	<.0001
Economics education	33.9	42.9	56.3	78.0	49.1	<.0001
Family life education for students	21.6	32.7	44.6	63.3	78.0	<.0001
Family life education for parents	17.0	17.9	8.9	16.7	18.0	ns
Moral/ethical/values education	21.6	25.0	20.5	31.1	42.0	.0091
Global education	18.1	23.7	36.6	54.4	56.0	<.0001
Process areas						
Community members at school	79.5	77.6	65.2	84.4	76.0	ns
Social action serving citizen interests	22.8	26.3	29.5	41.1	48.0	<.0001
Student involvement in school governance	31.6	43.6	50.9	63.3	74.0	<.0001
Student activities in the community	8.8	16.0	21.4	33.3	68.0	<.0001
Measures of social development	20.5	18.6	16.1	18.9	10.0	ns
Analysis of the mass media	39.2	41.0	48.2	54.4	82.0	<.0001
In-service on students' social development	25.1	26.9	32.1	35.6	40.0	.0069

[a]Enrollment is the number of students as reported by the responding school.

[b]The exact level of significance is reported for a Kendall's Tau C test conducted for each item. Items not significant at the .05 level are reported as "ns."

TABLE 12

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES IN 16 CITIZEN EDUCATION AREAS, BY SCHOOL ENROLLMENT

Citizen education areas	Enrollment[a] 500 or fewer	501-750	750-1000	1001-1500	Over 1500	ANOVA[b] p
Content areas						
Environmental studies	2.67	2.74	2.56	2.76	2.81	ns
Multicultural education	2.62	2.42	2.60	2.70	2.78	ns
Citizen-related social and cognitive skills	2.56	2.54	2.58	2.66	2.81	ns
Law-related education	2.40	2.53	2.75	2.89	2.81	.0038
Economics education	2.44	2.41	2.54	2.60	2.87	.0548
Family life education for students	2.28	2.32	2.56	2.45	2.80	.0109
Family life education for parents	2.21	2.22	2.09	2.30	2.36	ns
Moral/ethical/values education	2.66	2.67	2.61	2.62	2.56	ns
Global education	2.01	2.02	2.24	2.43	2.57	.0001
Process areas						
Community members at school	2.96	2.98	3.01	3.07	3.00	ns
Social action serving citizen interests	2.11	2.21	2.36	2.37	2.89	.0001
Student involvement in school governance	2.44	2.46	2.44	2.60	2.80	ns
Student activities in the community	1.77	1.89	2.13	2.50	2.87	<.0001
Measures of social development	2.28	2.20	2.21	2.40	2.52	ns
Analysis of the mass media	2.40	2.41	2.60	2.42	2.87	.0235
In-service on students' social development	2.82	2.78	2.68	2.83	2.81	ns

[a]Enrollment is the number of students as reported by the responding school.

[b]The exact level of significance is reported for a one-way analysis of variance conducted for each item. Items not significant at the .05 level are reported as "ns."

TABLE 13

PERCENT OF SCHOOLS CONDUCTING ONE OR MORE ACTIVITIES IN 16 CITIZEN EDUCATION AREAS, BY NATURE OF REGION

Citizen education areas	Nature of region[a]				Chi-square[b] p
	Urban	Rural	Suburban	Combination	
Content areas					
Environmental studies	48.6	57.1	42.7	64.7	.0072
Multicultural education	46.7	41.4	25.5	47.1	.0008
Citizen-related social and cognitive skills	16.8	32.7	27.4	37.3	.0097
Law-related education	44.9	48.1	35.7	60.8	.0086
Economics education	43.9	53.0	40.8	64.7	.0070
Family life education for students	43.9	38.7	34.4	60.8	.0073
Family life education for parents	15.0	18.0	10.8	23.5	ns
Moral/ethical/values education	18.7	27.1	23.6	39.2	.0406
Global education	29.0	38.0	23.6	37.3	.0148
Process areas					
Community members at school	82.2	76.7	72.6	80.4	ns
Social action serving citizen interests	30.8	29.3	28.0	37.3	ns
Student involvement in school governance	51.4	48.1	38.2	62.7	.0125
Student activities in the community	36.4	19.2	13.4	29.4	<.0001
Measures of social development	18.7	14.3	22.3	25.5	ns
Analysis of the mass media	55.1	54.5	33.1	43.1	.0001
In-service on students' social development	44.9	32.0	15.9	25.5	<.0001

[a]Nature of region was reported by responding schools. "Combination" comprises schools which reported thenselves as belonging to more than one type of region.

[b]The exact level of significance is reported for a chi-square test conducted for each item. Items not significant at the .05 level are reported as "ns."

A complete survey report is available on each of the three states--Delaware, New Jersey, and Pennsylvania--which were covered in this study. Each report consists of two volumes. Volume 1 describes purposes, procedures, and results, and Volume 2 presents a series of tables summarizing the data. The two volumes total about 300 pages. The reports are available only as two-volume sets. Volumes may not be ordered separately.

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TABLE 14

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES IN 16 CITIZEN EDUCATION AREAS, BY NATURE OF REGION

Citizen education areas	Nature of region[a]				ANOVA[b]
	Urban	Rural	Suburban	Combination	p
Content areas					
Environmental studies	2.79	2.66	2.61	2.96	ns
Multicultural education	2.88	2.56	2.34	2.96	<.0001
Citizen-related social and cognitive skills	2.84	2.55	2.44	2.79	.0041
Law-related education	2.85	2.62	2.38	2.84	.0008
Economics education	2.65	2.49	2.41	2.77	ns
Family life education for students	2.65	2.26	2.42	2.72	.0015
Family life education for parents	2.56	2.09	2.20	2.26	.0021
Moral/ethical/values education	2.77	2.61	2.53	2.91	.0492
Global education	2.25	2.13	2.10	2.47	ns
Process areas					
Community members at school	3.23	2.93	2.89	3.15	.0069
Social action serving citizen interests	2.53	2.16	2.24	2.63	.0006
Student involvement in school governance	2.61	2.51	2.37	2.67	ns
Student activities in the community	2.26	1.98	2.01	2.31	.0294
Measures of social development	2.41	2.20	2.29	2.60	.0343
Analysis of the mass media	2.68	2.39	2.48	2.53	ns
In-service on students' social development	3.00	2.74	2.72	2.80	ns

[a]Nature of region was reported by responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]The exact level of significance is reported for a one-way analysis of variance conducted for each item. Items not significant at the .05 level are reported as "ns."